

SUPPLEMENTARY GENERAL EDUCATION PROGRAM “ARTISTIC AND AESTHETIC COMPETENCE OF A FUTURE TEACHER”: IMPLEMENTATION RESULTS

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Acknowledgements: The reported study was funded by RFBR, project number 19-313-90031/19.

Abstract: Since the developed artistic and aesthetic competence of a future teacher is one of the indications of the level of their training, high competitiveness and mobility in the modern world, the features characterizing implementation of this process become a topic of high relevance for exploration. The paper presents the experience of implementing the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher" within the educational process at Mordovian State Pedagogical University named after M. E. Evseviev, which has proven its effectiveness in raising the level artistic and aesthetic competence of future teachers during their learning at the university. This paper is of value for university lecturers, bachelors and masters in the field of pedagogy and for practicing teachers.

Keywords: supplementary general education program, outcome, future teacher, artistic and aesthetic competence, educational process.

1 Introduction

In the modern educational paradigm, the demands placed upon a modern specialist are changing, which in turn requires a review of the design, content, forms and methods of professional training of a future teacher at university for developing their artistic and aesthetic competence (Kuyumcu, 2012; Orkibi, 2012; Mullet et al., 2016). The relevance of the problem under research is high due to the social order from the community and the state for teachers who have not only theoretical knowledge and specialized professional skills, but also for those teachers who are upholding fundamental aesthetic values (Arslan, 2014; Kenny et al., 2015; Bereczki & Kárpáti, 2018).

The existing training programs for pedagogical staff based on the Federal State Standard of Higher Education in the field of training 44.03.05 Pedagogical Education (with two training specialties) of the following specialties: Russian language. Literature; Russian language. History; Russian language. Native language and literature; Preschool education. Primary education; Foreign language (English, German), as well as the existing educational practices are not sufficient for developing the above competence in future teachers (Shukshina et al., 2018).

Thus, completion of the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher" will result in acquisition of the framework of theoretical knowledge, practical abilities and skills of artistic and aesthetic orientation, which, in turn, will help to transform student into such a teacher who, on the one hand, will be able to embrace own artistic and aesthetic potential, and on the other hand, to develop artistic and aesthetic competence in the younger generation, conduct with students the artistic and aesthetic work in a specific professional (and problem-based) situation.

2 Literature Review

The phenomenon of artistic and aesthetic competence is the target of research by Almukhambetov, B., Tanirbergenov, M., Nebessayeva, Z. (2015), L. R. Ishmakova (2016), L. A. Klykova (2009), L. M. Massol (2006), Yu. V. Stewart (2012), S. A. Chernysheva (2014), N. V. Chechukova (2015), T. L. Chumakhidze (2016) and others. The proceedings of the above named researchers led us to understanding of the artistic and aesthetic competence of a future teacher as a combination of personality traits essential for the success of artistic and aesthetic activities, including artistic and aesthetic knowledge, skills, attitudes, artistic and aesthetic orientation and motivation, masterful use of artistic and aesthetic means, adequate

perception of artistic and aesthetic situations, readiness for the artistic and aesthetic activities (Ryzhov, 2018).

The supplementary general education programs represent a framework of knowledge, skills and abilities essential for the holistic development and education of an individual so that he/she could lead a full life in the modern socium. Such programs help to develop the multifaceted personal qualities, instill the universal human values in students and identify and satisfy to the fullest extent their need in cognition and creativity, help them to achieve self-fulfillment and personal self-determination, and prepare them for an independent professional life (Buylova, 2015).

By undertaking the supplementary general education program, the future teachers may broaden the range of targeted special professional competences, as well as value orientations (Gorshenina, 2014). The programs provide an opportunity for a teacher to strengthen versatile personality qualities of future teachers, to instill artistic and aesthetic values in students, and an opportunity for students to boost their determination to learn and create, fully realize their individual potential and achieve self-fulfillment as a personality ready for independent professional life (Ryzhov, 2020a, 2020b).

The effectiveness of such programs for successful development of artistic and aesthetic competence of future teachers has been proven by a great number of publications (Vardanyan & Lezhneva, 2012; Gorshenina, 2016; Loginova, 2018); Shukshina & Zamkin, 2018; Shukshina et al., 2018) and by practical experience. Training under the above program provides future teachers with the opportunity to acquire theoretical knowledge and practical skills to conduct artistic and aesthetic work in the setting specific to their professional activity, etc.

Development of students' artistic and aesthetic competence is the main goal of the program, which is achieved by addressing certain objectives such as: learning the theory; learning the methods, various forms and technologies for competence development; acquiring skills of performing creative and research assignments, modeling circumstances of real professional activity and work with projects; igniting solid interest in developing the artistic and aesthetic competence.

3 Research Methodological Framework

The purpose of this paper is to share the experience of implementing the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher" within the educational process at university on the example of Mordovian State Pedagogical University named after M. E. Evseviev. For achieving this goal the following objectives were identified: first, to analyze scientific literature, practical pedagogical experience and normative legal documents regulating the educational process at university; second, to develop a supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher"; third, to run an experiment for developing the artistic and aesthetic competence based on the supplementary general education program referred to above; fourth, to measure the level of artistic and aesthetic competence of future teachers before and after completion of the program, and to conduct a comparative analysis of the obtained data.

In pursuance of the stated goal, within the framework of our experimental research, we relied on the theoretical (analysis and synthesis, consolidation and systematization) (Kraevsky, 1994) and empirical (V. S. Avanesov's method "Measurement of Artistic and Aesthetic Needs") (Ilyin, 2021) methods.

4 Results and Discussion

The supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher" is intended for the bachelor's degree course in the field of training 44.03.05 Pedagogical Education (with two specialties), specialties: Russian language. Literature; Russian language. History; Russian language. Native language and literature; Preschool education. Primary education; Foreign language (English, German). The total duration of the program is 24 hours and includes theoretical (4 hours of lectures) and practical (8 hours of practical classes) training, and 12 hours of unsupervised self-study (Ryzhov, 2020a; Ryzhov, 2020b).

Structure and content of the assignments included in the supplementary general education program correspond to the requirements of the Federal State Standard for Higher Education – Bachelor's Degree Course in the field of training 44.03.05 Pedagogical Education (with two specialties) (Order N 125 dd February 22, 2018) and the professional standard for teachers. It should be emphasized that this program was discussed at the meeting of the Pedagogy Department at Mordovian State Pedagogical Institute named after M. E. Evseviev (MSPI named after M. E. Evseviev), then was implemented in the Mordovian State Pedagogical University named after M. E. Evseviev (MSPU named after M. E. Evseviev), and some of its tasks (from the second module) were carried out in the general education facilities where the main departments of this university are present (Lyceum N 26, Secondary General Education School with In-Depth Study of Selected Subjects N 24, Secondary General Education School N 8 in Saransk), and where students, who are future teachers, get their practical training under internship programs (Shukshina & Zamkin, 2018).

A distinctive feature of the developed program is its practice-oriented approach to the process of future teacher preparation in the context of axiological and competence-based paradigms of education (Shukshina & Zamkin, 2018; Shukshina et al., 2018).

The implemented supplementary general education program included two main modules: theoretical training for studying the theoretical material, where the dominant form of study was lecture; and practical training for acquiring certain skills and abilities. Also, this course included out-of-class self-directed performance of assignments.

Training on the first module of the program which was focused on the theoretical foundations of the artistic and aesthetic competence was delivered in the form of lectures on the below topics: "Artistic and Aesthetic Competence of a Future Teacher as a Pedagogical Phenomenon", "Structure and Essence of the Artistic and Aesthetic Competence of a Future Teacher", etc. The lectures covered periods in evolution of the views on the problem of the competence under research, analysis of the course of developments in the aesthetic thought and artistic and aesthetic education, definition of the artistic and aesthetic competence at the modern stage and characteristics of its structural components.

As shown by experience, in implementation of the program the problem-based lecture has proven an effective form of study for developing the creating thinking, as well as the artistic and aesthetic culture due to the use of problematic questions having hidden contradictions which instigated students to search for own solutions. This form of study required that students already had certain bundle of knowledge which could have been obtained by referring to the recommended resources. All this made it possible to establish the logical connections between the existing knowledge and the new learning content acquired at the lectures, to reveal the key problems and didactic difficulties by showing students the possible ways to overcome them (Shukshina & Kasko, 2019).

The ongoing monitoring under the first module of the program included individual interviews, checks of students' lecture notes, mutual express testing of students. The module "Theoretical

Foundations of the Artistic and Aesthetic Competence" was completed with the final control in the form of a problem-focused discussion. For example, individual interviews help to reveal the difficulties which future teachers experienced when learning the material, to show the ways to overcome them, and recommend necessary literature for additional reading. In order to check how well the material was perceived at the lectures, the lecture notes on certain topics were checked. The program students with the help of express tests consisting of several questions checked the knowledge of classmates on the learnt topic, and after exchanging answers could assess the level of obtained knowledge. This helped students to focus on own mistakes in answers and gaps in knowledge, and to assess how well they know the material. The results under this module were assessed by means of questionnaires, which demonstrated that students have knowledge of main stages in the evolution of views on artistic and aesthetic competence, which development is the key intention of the program, as well as the content and characteristics of its structural components.

The second module, which covered the technologies to foster the artistic and aesthetic competence of a future teacher, was intended to develop artistic and aesthetic skills of students and transfer to them the knowledge on effective technologies to develop this competence, and was delivered in the form of practical training sessions on certain topics, including: "Technology of Collective Creative Activity", "Web-Quest Technology for Developing Artistic and Aesthetic Competence", "Technology for Organizing and Conducting an Excursion", "Technology for Organizing Festivities and Events of Artistic and Aesthetic Orientation". The results of the second module were controlled by checking the assignments completed by the program students.

The key purpose of the practical training within the second module of the program was to develop certain abilities and skills of students. During the practical studies the trainees presented the completed assignments and discussed them all together in order to identify deficiencies and introduce corrections. Traditionally, practical training is intended to systematize key concepts, consolidate the obtained knowledge and apply it in practice. In addition, practical lessons integrate knowledge from different subject areas (Shukshina et al., 2016).

For example, when studying the topic "Technology for Organizing Festivities and Events of Artistic and Aesthetic Orientation" the future teachers became familiar with the role of festive events in the fostering of artistic and aesthetic competence; details of how to proceed with organizing events of artistic and aesthetic nature, festivities, concerts, contests; functions of events for children; classification of events; requirements for organization of festivities and events of artistic and aesthetic orientation; technology for designing a festivity event of artistic and aesthetic orientation, which includes conception, construction of a composition, development of a script; rules of creating the event scenario; decorations for an event of artistic and aesthetic orientation; features peculiar to organization of events of artistic and aesthetic orientation; technology for conducting the festive event.

After studying this topic, students had to make a presentation of the training and methodological pack for pedagogical internship at school. The future teachers received a task connected with developing and offering the concept of an artistic and aesthetic event at school. Students who chose non-standard creative options shared opinions and proposed their ideas. This led to the task becoming the personal aspiration for the experiment participants.

It is worth highlighting the importance of self-directed work for the professional growth of future teachers in terms of organizational, scientific, pedagogical and methodological aspects. It gives a future specialist the opportunity to obtain the skill of self-education, and to ensure its continuity. Self-directed work in its essence is practice-oriented, and exploratory in nature.

The high importance of self-directed work today is undisputable in the preparation of future teachers; it has become the cornerstone of the educational process. When it is full-blown, students learn the methods of cognition, their interest in creative activities is triggered, and they become ready to undertake scientific and creative tasks.

Proceeding from the above, the course based on the proposed program included assignments to students for independent work. Here are some examples of such assignments:

- make a glossary of the key terms and concepts: competence, aesthetics, artistic and aesthetic competence, artistic and aesthetic education, etc.;
- schematically depict the structure and content of artistic and aesthetic competence of a future teacher;
- produce a table showing the main stages in the evolution of views on the problem of artistic and aesthetic competence of a future teacher;
- assess your level of artistic and aesthetic competence;
- select questions for a questionnaire that could be used to assess the level of artistic and aesthetic competence of students;
- select diagnostic methods to measure the level of artistic and aesthetic competence;
- make a plan of the organizational activities to hold a mass event of an artistic and aesthetic character (festive event, contests and games, collective creative activity);
- produce a plan for preparing and conducting a creative contest among students;
- produce a master plan of an artistic and aesthetic excursion for the school students.

After completion of the program the reflexive analysis was held and the level of competence was assessed.

All students in the experimental group who received training under this program successfully completed the tasks, as evidenced by the results of the final attestation.

It is worth noting that the objectives accomplished by the program (students learning theoretical foundations of artistic and aesthetic competence; methods, forms and technologies for developing artistic and aesthetic competence; skills to perform artistic and aesthetic tasks of creative and research nature, modeling of artistic and aesthetic situations from real professional life and work with design projects of artistic and aesthetic orientation; sparking a sustainable interest of a future teacher in developing their artistic and aesthetic competence), pursue the goal of providing future teachers with the knowledge of:

- role of the level of artistic and aesthetic competence for self-fulfillment in pedagogical activities;
- aesthetic values, their meaning for creative endeavours and daily life, along with deep understanding of such values;
- theoretical foundations of the artistic and aesthetic competence of a future teacher;
- structure and content of the artistic and aesthetic competence of a future teacher;
- main means and technologies for implementing artistic and aesthetic education.

Skills:

- select appropriate means to solve certain artistic and aesthetic problems;
- identify artistic and aesthetic meaning and purpose of different situations;
- take active part in discussion by choosing the language means best suited to a particular artistic and aesthetic situation;
- choose a style of artistic and aesthetic conduct that is socioculturally acceptable, taking into account the ethno-psychological characteristics of partners and social norms of behavior;

- participate in discussion of the artistic and aesthetic problem, formulate its essence and ways of its solution;
- carry out self-control and self-analysis of the results of artistic and aesthetic activity, critically assess the results of artistic and aesthetic activity;
- use the results of self-reflection for designing the artistic and aesthetic activities.

It is expected that by completing this program teachers will:

- learn modern technologies for developing the artistic and aesthetic competence of a future teacher;
- develop readiness to perform artistic and aesthetic activities in certain professional (problem-based) situations;
- strengthen their artistic and aesthetic power of observation as a professional quality.

The pilot testing of the program described above was carried out at MSPU named after M. E. Evseev (Shukshina et al., 2016; Ryzhov, 2020a, 2020b). The participants of the described pedagogical experiment were students of MSPU named after M.E. Evseev pursuing studies in the field of training 44.03.05 Pedagogical Education (with two specialties), specialties: Russian language. Literature; Russian language. History; Russian language. Native language and literature; Preschool education. Primary education; Foreign language (English, German) (159 persons). Students from six academic groups took part in our experimental research, 78 of which were included in the experimental group (EG) and 81 in the control group (CG).

Before implementing the program, we assessed the initial level of artistic and aesthetic competence of future teachers using such diagnostic tooling as the method of V. S. Avanesov "Measurement of Artistic and Aesthetic Needs" (Ilyin, 2021).

This method is a questionnaire comprising 32 questions concerning personality of a respondent, to which the respondent should answer affirmatively or negatively. The papers with answers of future teachers were processed based on the key.

The level of artistic and aesthetic competence of future teachers was revealed by answers 'Yes' or 'No' to certain statements. For each answer coinciding with the key 1 point was awarded. The total number of points for 'Yes' and 'No' answers to certain statements reflected the strength of aesthetic needs.

According to the research results, the total scores of respondents varied in a range from 7 to 29 out of 32 maximal points. Thus, the level of artistic and aesthetic competence in the experimental group was low for 53.4% of the respondents, medium for 32.5%; and high for 14.1%; and in the control group it was low for 49.9%, medium for 31.0%; and high for 19.1%.

The students from the experimental group (EG) were offered to complete the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher".

The last stage in implementation of the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher" involved the repeated diagnostics of the level of artistic and aesthetic competence of future teachers and comparison of the initial and final levels. We should underline that the data obtained in both control and experimental groups of students were analyzed, but the control group was not trained under the supplementary general educational program.

The results of assessment showed that only 17.7% of respondents in the CG has high level, 34.1% had medium level, and 48.2% had low level. This indicates an insignificant change in the level of competence. Results obtained in the EG: 44.2% – high level, 37.7 % – medium level, 18,1 % – low level. Dynamics in the level of artistic and aesthetic competence of future teachers in experimental and control groups is presented in the below table.

Table 1 Dynamics in the Level of Artistic and Aesthetic Competence of Future Teachers in Experimental and Control Groups, %

Level	Average value CG		Average value EG	
	Before program completion	After program completion	Before program completion	After program completion
Low	49.9	48.2	53.4	18.1
Medium	31.0	34.1	32.5	37.7
High	19.1	17.7	14.1	44.2

Source: authors' own processing

Thus, the results of the repeated assessment of the level of competence in experimental and control groups were as follows: In the experimental group, the high level of artistic and aesthetic competence of future teachers increased by 30%, medium level increased by 5.2% and low level decreased by 35.3%. Meanwhile, no significant changes were revealed in the control group.

The positive effect of supplementary general education programs has been confirmed by a number of studies devoted to the development of future teacher competences. Thus, supplementary general education program may play an integrating and organizing role as a mechanism for personal self-improvement of future teachers, which will enhance greatly their appeal in the labor market (Gorshenina, 2016). The distinctive features of this form of training are the in-depth study of various problems enabled by development of the variable component of the core training program, its pronounced practical orientation (Movsesyan, 2017). By completing the supplementary general education program, students receive the opportunity to expand the range of their special professional competencies developed under the core professional training program of higher education (Lapshina, 2015).

5 Conclusion

The developed supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher" that was implemented on the basis of the Mordovian State Pedagogical University named after M. E. Evseev among students pursuing the field of training 44.03.05 Pedagogical Education (with two specialties) plays an important role in developing the artistic and aesthetic competence of future teachers. Assessment of the level of artistic and aesthetic competence of a future teacher before and after completion of the program has proven its effectiveness. The obtained results provide grounds for making a conclusion about the positive dynamics in the level of the artistic and aesthetic competence of all future teachers from the experimental group who were trained under the program. While in the control group the level of artistic and aesthetic competence remained low for most of students (48.2%), in experimental group most respondents (44.2%) demonstrated a high level. So, the difference found between the control group and the experimental based on the final assessment suggests the program's usefulness in the system of supplementary education for future teachers.

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Primary Paper Section: A

Secondary Paper Section: AL, AM